
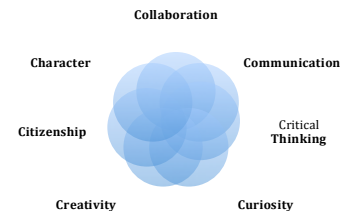


Content Area: Social Studies	Course: World Regional Studies	Grade Level: Sixth
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
• The Layers of the US Government	• 6-8 weeks	
• Nationalities in Western Europe	• 6-8 weeks	
• Market Economics	• 2-3 weeks	
• Traditions and Revolution in China	• 6-8 weeks	
• Environment and Diversity in India	• 6-8 weeks	
• Resources in Sub-Saharan Africa	• 6-8 weeks	

Strands	Course Level Expectations
History	<ul style="list-style-type: none"> • As technology and time progressed, generally, regional groups have become nations, and nations have formed global alliances (such as the European Union) • Understand African, Ancient Chinese and Indian culture and religions
Civics	<ul style="list-style-type: none"> • There are a variety of ways to decide something fairly and efficiently • Nations struggle to unify a diverse population (religious, economic, regional, cultural)
Economics	<ul style="list-style-type: none"> • Free markets effectively increase overall value in society, but do not serve all individuals equally • Economic struggles in developing countries can come from lack of natural resources, logistics of food, water, and sanitation, and political stability.
Geography	<ul style="list-style-type: none"> • European colonization impacted the development of India and Africa • Dense populations have significant environmental impacts.



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Unit Title	The Layers of the US Government	Length of Unit	6-8 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does the US government work for people? • Why are there so many different systems of government? 		
Standards*	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.5</p> <p>Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.13</p> <p>Applying Disciplinary Concepts and Tools Civ 8.1, Civ 8.2, Civ 4.6-8, Civ 7.6-8, Civ 9.6-8, Civ 11.6-8.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • There are a variety of ways to decide something fairly and efficiently • The US Government operates at local, state, and national levels • The US Government divides power among legislative, judicial and executive branches • Regional, cultural and generational differences affect the choices groups make. 		
Key Vocabulary	Preamble, Constitution, Bill of Rights, Democracy, Republic, Freedom, Equality, Federal, State, Local, Checks and Balances; Separation of Powers, individual rights, Branches, Executive, Legislative, Judicial		

Standards based on: *Connecticut Elementary and Secondary Social Studies Frameworks*

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	The Layers of the US Government	Length of Unit	6-8 Weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Any society has (explicit or implicit) rules and consequences and a pattern for making group decisions There are a variety of ways for a group to decide something fairly and efficiently The Preamble establishes the reasons for having a government in the first place; the Constitution establishes overall roles, procedures and limits. Democracy includes complex levels of representative government, separation of powers, and individual rights and protections, not simply majority rule US Gov't separates powers into roles for Local, State, National Gov't as well as the three branches. US Geography: recognize the states, with attention to regions and regional differences. 	<ul style="list-style-type: none"> Describe different ways group decisions can be made (turns, first-come, share, most need, 1 decider, vote...) Given a situation, evaluate and justify the fairness of one group decision over another Explain the overall purposes of government in the US and several of the separate responsibilities of the local, state, federal government Give examples of the jobs and tasks that people do when they work for the government. Describe the roles of the three branches of government, how they connect with and counteract each other Explain the human-environment interaction in different parts of the US and how it affects regional cultures

Assessments:	Interim Assessments: Readings / Map analysis and comprehension / Writing tasks / Content Quizzes Summative Assessment: Performance task
Teacher Resources:	How the States Got their Shapes <i>video series</i> Online USGov resources, state and local government websites (folder) Region 14 Databases

Unit Title	Nationalities in Western Europe	Length of Unit	6-8 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> How has national identity developed in Western Europe through history? How can we understand a national culture without stereotyping? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.3</p> <p>Evaluating Sources and Using Evidence INQ 6-8.8, INQ 6-8.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.15, INQ 6-8.16</p> <p>Applying Disciplinary Concepts and Tools Geo 6-7.3, Geo 6-7.4, Geo 6-7.6, Hist 6-8.1, Hist 4.6-8, Hist 10.6-8, Hist 14.6-8, Civ 3.6-8, Civ 4.6-8, Civ 9.6-8, Civ. 10.6-8, Civ 8.1</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> Modern nations have developed from smaller subgroups, as technology and time progressed Monarchies, with landowners and peasants who served them, predominated in medieval times England and other Western European countries later developed Navies and founded colonies Western European countries have a lot in common, but have somewhat different cultural identities 		
Key Vocabulary	monarchy, lord, peasant, slave, knight, squire, feudalism, medieval, chivalry, castle, (king arthur), protestant, catholic, imperialism, colony, nation, culture, parliament, representative government		

Unit Title	Nationalities in Western Europe	Length of Unit	6-8 Weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Maps of Western Europe have transformed over time • Historical changes in transportation and communication technology affect the way areas are ruled and how people live • A case study of England reveals: <ul style="list-style-type: none"> ○ border and subgroup disputes ○ monarchy: (castles, knights, lords, and chivalry) ○ geography that led to a powerful navy ○ culture of exploration, imperialism, colonization • Western European Kingdoms have mostly transformed into parliamentary democracies (the nations are similar) • Each of the nations retains a sense of culture or personality (the nations are different) • Explore the modern culture of Germany, France, Spain, Italy, (stereotypes when applied to individuals): temperament, art, music, books, food, religions... 	<ul style="list-style-type: none"> • Explain several factors that have led to historical border changes in Western Europe • Explain what daily technology was available during: <ul style="list-style-type: none"> ○ pre-1600 (medieval/renaissance) ○ 1600-1900(revolution/industrialization) ○ 1900-2000 (mechanization, digital) • Describe conditions of life under a medieval monarchy • Compare monarchies to parliamentary democracies • Distinguish the key attributes of typical German, French, Spanish, and Italian culture (food, art, language...) • Evaluate whether given statements about culture are useful and respectful, or disrespectful and stereotyping

Assessments:	Interim Assessment: Readings / Map analysis and comprehension / Writing tasks / Content Quizzes Summative Assessment: Performance task
Teacher Resources:	Europe Maps (folder) Vocabulary to describe culture (useful/respectful) Culture folder online resources

Unit Title	Market Economics	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does cost relate to value for an individual? • How do changes in value affect pricing for a group? • What methods can be used to distribute resources effectively? • How can markets balance supply and demand? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.2, INQ 6-8.4</p> <p>Evaluating Sources and Using Evidence INQ 6-8.7, INQ 6-8.8</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.12, INQ, INQ 6-8.14</p> <p>Applying Disciplinary Concepts and Tools Geo 6-7.3, Geo 6-7.4, Geo 6-7.6, Hist 6-8.1, Hist 4.6-8, Hist 10.6-8, Hist 14.6-8, Civ 3.6-8, Civ 4.6-8, Civ 9.6-8, Civ. 10.6-8 Civ 8.1 ECO 5.1, ECO 5.2, ECO 5.3, ECO 6-7.1, ECO 6-7.3 Eco 6-7.4 Eco 6-7.7 Eco 3.6-8 Eco 4.6-8 Eco 6.6-8</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • People value things differently from each other, and differently over time • Unequal valuing inspires trade and can increase the total value held in a society. • Free markets effectively increase overall value in society, but do not serve all individuals equally 		
Key Vocabulary	cost, value, goods, services, needs, wants, price, benefit, trade, free market, command economy, supply, demand, producer, consumer		

Unit Title	Market Economics	Length of Unit	2-3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Value is distinct from cost, and can change over time or be influenced by society If a group values good/service more, the price can rise and people will still purchase it People value goods & services differently, which motivates them to trade Trade can increase the value for both parties Free markets do not create equal outcomes or serve needs over wants Non-market distribution is preferred for certain needs Supply and demand are balanced when price can change and producers and consumers are free to enter 	<ul style="list-style-type: none"> Give examples of goods or services which they have values differently at different times. Explain or give an example of why a producer might change a price Explain or give an example of why two people would choose to trade, and how the overall value might increased. Recognize one or more situations where a free market does not create a fair distribution Given a situation, evaluate alternative methods of distribution

Assessments:	Interim Assessment: Readings / Visual Analysis/ Writing tasks / Summative Assessment: Performance task
Teacher Resources:	Econ folder R14 Social Studies Implementation Guide

Unit Title	Tradition and Revolution in China	Length of Unit	6-8 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does the history of China affect its modern culture? • How has the Chinese government addressed challenges of population, environment and global markets? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.2, INQ 6-8.5</p> <p>Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.7</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.12, INQ 6-8.15</p> <p>Applying Disciplinary Concepts and Tools CIV 6-7.1, CIV 6-7.2, CIV 6-7.3, Civ 13.6-8, Geo 6-7.5, Geo 6-7.6, Geo 6-7.8 Geo 6-7.11 Eco 6-7.6, Eco 6-7.7, Hist 6-7.1</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Ancient Chinese culture • Communist Revolution, media, and modern tools for democratic reform • Population and its environmental impact • China's choices regarding the global market 		
Key Vocabulary	Dynasties, emperors, communism, revolution, human rights, population control, pollution		

Unit Title	Tradition and Revolution in China	Length of Unit	6-8 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> The cultural elements of ancient China <ul style="list-style-type: none"> Dynasties, ritual, isolationism religious and intellectual elements The impact of the Communist revolution on China Causes and effects of the Tiananmen Square protests Causes and effects of China's population concentration China's nationalism in regard to global trade and global agreements 	<ul style="list-style-type: none"> Analyze the social values present in art, music, stories, rituals, and other elements of culture Distinguish Buddhism (and other Chinese religions) from monotheistic religions and rituals of the West. Explain the basic principle that inspired the Communist revolution and how it changed in reality. Explain the basic frustrations (and world context) that inspired the Tiananmen Square protests. Explain or give an example of how control of media impacts revolution Give an example of a Chinese nationalist policy and explain its impact on global trade or environment.

Assessments:	Interim Assessment: Readings / Map analysis and comprehension / Writing tasks / Content Quizzes Summative Assessment: Research and writing
Teacher Resources:	R14 Social Studies Implementation Guide

Unit Title	Environment and Diversity in India	Length of Unit	6-8 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> How has religion impacted the culture of India? Given its historical struggles, how does modern India manage diversity and unity? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.2, INQ 6-8.3</p> <p>Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.12, INQ 6-8.15</p> <p>Applying Disciplinary Concepts and Tools Geo 6-7.1 Geo 6-7.2 Geo 6-7.4 Geo 6-7.7 Geo 6-7.8 Geo 6-7.9 Geo 6-7.11 CIV 6-7.2 CIV 6-7.3 (8.4) Civ 1.6-8 Civ 13.6-8 Hist 6-7.1</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> Indian climate and geography Indian religions Historical & modern struggles with unity and diversity (religious, economic, regional, educational) 		
Key Vocabulary	monsoon, taj mahal, Hindu, Buddhism, Jainism, Sikhism, Islam, Dalai Llama, brahman, asceticism, krishna, Nirvana, pariah, reincarnation, guru, caste, dharma, meditation, non-violence		

Unit Title	Environment and Diversity in India	Length of Unit	6-8 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Climate and geography of India • The religions of India <ul style="list-style-type: none"> ○ Hinduism, Buddhism, Sikh, Jainist, Muslim... • The impact of British colonialism on India; leaders Gandhi, Nehru • Historical issues of national unity and diversity <ul style="list-style-type: none"> ○ Pakistan, Nepal, Tibet... • Causes and effects of population concentration and government policies on the environment • Modern educational and corporate ties with the US 	<ul style="list-style-type: none"> • Predict the effects of the climate and geography on India's development as a nation • Distinguish dharmic religions from Western religions and give an example of how they manifest in Indian culture. • Recognize significant Hindu characters and symbols and their roles and meaning. • Explain why England colonized India and why independence took so long. • Describe how the modern Indian government is constructed to manage unity and diversity • Give an example of a Indian policy on the environment or on global relations and explain its consequences.

Assessments:	Interim Assessment: Readings / Map analysis and comprehension / Writing tasks / Content Quizzes Summative Assessment: Performance task
Teacher Resources:	independence: short History.com Binders of materials on India

Unit Title	Resources in Sub-Saharan Africa	Length of Unit	6-8 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> What are the similarities and differences among regions of Africa? How has colonial annexation of natural and human resources impacted Africa's history? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.5</p> <p>Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.8</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.12, INQ 6-8.15</p> <p>Applying Disciplinary Concepts and Tools CIV 6-7.3 (8.4) Civ 6.6-8 Civ 13.6-8 Geo 6-7.1 Geo 6-7.2 Geo 6-7.3 Geo 6-7.5 Geo 6-7.6 Geo 6-7.7 ECO 6-7.1 Eco 6-7.2 Eco 6-7.5 Hist 6-7.1</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> African Geography and climate regions Annexation of Africa's natural and human resources by colonists Political factionalism and economic/logistic struggles Social conflict and modern efforts to foster African development 		
Key Vocabulary	rainforest, jungle, savannah, Great Rift Valley, desert, missionary, apartheid, genocide, reconciliation		

Unit Title	Resources in Sub-Saharan Africa	Length of Unit	6-8 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Geographical traits of Africa's four distinct regions. • The economic and social impact of the annexation of human and natural resources (slave trade, diamonds, oil...) • The influence of colonialism on societies, religions, power, and governments. • Modern efforts at economic development: chocolate trade, microlending, health and sanitation, uses of technology (cell phones &) • Efforts at social reconciliation and unity: (Mandela) 	<ul style="list-style-type: none"> • Compare the four regions of Africa and make predictions as to the impact geography has on development. • Explain ways in which the slave trade affected West Africa and other regions. • Explore several points of view on the colonization of Africa, from both European colonizers and from members of indigenous groups. • Give an example of a technological or logistical challenge that has impacted Africa and what efforts have been made to address it. • Assess the long-term impact of Mandela's leadership and the end of apartheid in South Africa.

Assessments:	Interim Assessment: Readings / Map analysis and comprehension / Writing tasks Summative Assessment: Test
Teacher Resources:	Africa folder R14 Social Studies Implementation Guide